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ABSTRACT

This document presents the results of a study on the socio-economic and educational status of blacks in Florida. Data are presented in the following areas: (1) black family demographics; (2) employment status and income; (3) test standards, performance and student tracking; (4) high school promotion, dropout and graduation rates; (5) special program participation; (6) school discipline disparities; (7) delivery of instruction; (8) teacher education; (9) college entry, enrollment patterns, and curriculum choices; (10) community colleges; and (11) financial aid. Among the conclusions and recommendations are the following: (1) the number of school age blacks is increasing; (2) the black unemployment rate continues to soar, and blacks are clustered in lower paying jobs; (3) black academic achievement in standardized tests is lower than that of whites; (4) there is a high dropout rate among blacks; (5) blacks are disproportionately in special programs; (6) blacks are more likely than whites to receive harsh school punishment; (7) consideration should be given to the learning styles of students with varying socio-economic backgrounds and experiences; (8) teacher education programs should recruit and produce more black teachers, principals and guidance counselors; (9) the number of blacks enrolling and successfully completing a four-year degree has declined; (10) the number of blacks enrolling in community colleges has declined significantly; and (11) financial aid to black students has decreased while aid to white students has increased. Data resources are listed, and additional recommendations for improvement are suggested. (BJV)

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1986–1987

Report to the State Board of Education of Florida

State Board of Education
Advisory Committee on the
Education of Blacks in Florida
Tallahassee

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STATE BOARD OF EDUCATION ADVISORY COMMITTEE ON THE EDUCATION OF BLACKS IN FLORIDA

December 4, 1987

The Honorable Betty Castor
Commissioner of Education
The Capitol
Tallahassee, FL 32399

Dear Commissioner Castor:

I am pleased to transmit to you the report of the State Board of Education Advisory Committee on the Education of Blacks in Florida. During the past one and a half years, the Committee has exerted a great deal of energy gathering data on the status of Blacks in elementary and secondary schools and community colleges.

We have prepared an in-depth report on the status of Blacks in Florida. This report presents information on the socio-economic, as well as the educational status of Blacks. In addition to the status report, the Committee commissioned independent studies related to kindergarten through sixth grade, secondary schools and community colleges. These reports will be published and presented to you and the State Board of Education when the Committee receives its 1987-88 allocation.

Our initial goal was to determine the educational status of Blacks in Florida. This information would then become the basis for implementing a portion of our mission, making policy-related recommendations to the State Board of Education, which ultimately would improve the educational progress of Blacks in Florida.

This 1986–1987 report summarizes some salient facts from the commissioned studies and presents information on the work of the Committee since February 22, 1986. Included in this report are two sets of recommendations. Listed first are recommendations developed by the Committee followed by recommendations developed by the Education Standards Commission and endorsed by the Committee. We believe that these recommendations, if implemented, will have far-reaching effects in advancing the educational progress of Florida's black citizens.

The Committee would like to commend the State Board of Education for its foresight and wisdom in appointing an Advisory Committee and appropriating a reasonable operating budget. We are committed to working arduously toward improving the quality of the educational systems of Florida and enhancing the participation of Blacks in these systems. With your approval, the Committee plans to widely distribute these reports, when published.

Again, thanks for the opportunity to work with you. We will respond to any concerns you may have.

Sincerely,

Frederick S. Humphries
Chairman

TABLE OF CONTENTS

I. Introduction vi

II. Committee Activities 1

III. Summary Data 2

1. Black family demographics 2
2. Employment status and income 2
3. Test standards, performance and student tracking 3
4. High school promotion, dropout and graduation rates 4
5. Special programs participation 4
6. School discipline disparities 5
7. Delivery of instruction 5
8. Teacher education 6
9. College entry, enrollment patterns and curriculum choices 7
10. Community colleges 8
11. Financial aid 8

IV. Recommendations 9

1. Committee recommendations 9
2. Endorsed recommendations 11

V. Conclusion 12

VI. Resources 13

1. Advisory Committee paper presenters 13
2. Agency papers and documents 13
3. Other data sources 13

PART I. INTRODUCTION

This report is the end product of the work of the State Board of Education Advisory Committee on the Education of Blacks in Florida during the last year and a half under the leadership of Dr. Frederick S. Humphries, president of Florida A&M University. The Committee has continued to carry out its mission ". . . to enhance the participation of Blacks in the educational systems of Florida, thereby contributing to the overall welfare of Florida's citizenry." The Committee is charged with the responsibility of studying, monitoring, recommending and advocating changes or improvements in current or proposed policies and statutes which impact the education of Blacks in Florida.

This document provides an overview of the committee's most recent activities, which included meetings of the executive committee, regular meetings and the conducting of comprehensive studies. Early in 1986, the Committee determined that it needed additional information on where Blacks ranked socio-economically and educationally in the state. A study on the status of Blacks was commissioned. The Committee appointed a research team comprised of a representative from each of the historically black institutions in the state to conduct the study. Many of the regular meeting sessions were actually forums where current educational issues were discussed by some the State's leading educators. These forum-type meetings covered the educational spectrum from kindergarten to community college. As the Committee continued its regular meetings with presenters at each, additional studies were commissioned to examine the progress fo black students in kindergarten through sixth grade, secondary schools and community colleges. The findings from these studies would then be published under the auspices of the Committee. The papers presented to the Committee would be published later as occasional papers.

This report incorporates data from all of the commissioned studies, papers presented to the Committee during the year and findings from individual and group research by members of the Committee. It is presented to the State Board of Education for the sole purpose of enhancing the successful participation of black citizens in the educational systems of Florida.

PART ii. COMMITTEE ACTIVITIES

The State Board of Education Advisory Committee on the Education of Blacks in Florida has focused primarily on gathering data on, examining implications of and recommending solutions to areas of concern related to providing quality educational experiences for Florida's black citizens. To accomplish these objectives, the Committee has compiled pertinent information gathered from the statewide conference in Daytona Beach, expert testimony given by educational professionals and commissioned studies and the status report.

A new chairman was appointed early in 1986. Presiding over the statewide conference in Daytona Beach was his first official task. A transitional committee meeting was held as a bridge activity between the outgoing and incoming committee members. The conferees were representative of a cross-section of educators, legislators and their staff, cabinet members and representatives from other state agencies.

During the year, four regular committee meetings were held. In March 1986 the committee commissioned a research team to conduct a thorough study of the status of the education of Blacks in Florida. The team members are:

Dr. Charles U. Smith, Principal Investigator
Florida A&M University
Dr. Sheila Fleming, Edward Waters College
Dr. Elfred Pinkard, Florida Memorial College
Mrs. Shirley Lee, Bethune-Cookman College

The resulting status report is a baseline document that will better enable the State Board of Education Advisory Committee to make recommendations to the State Board of Education, the Board of Regents, the Postsecondary Education Planning Commission, the State Board of Community Colleges, and the Legislature. Data gathered from state agencies and private institutions were used to provide a historical perspective on the education of Blacks at the elementary, secondary, and postsecondary levels. The study examines major educational reforms initiated by the Florida Legislature and gives special attention to the impact or potential impact of these reforms upon black students.

In the two forum-type committee meetings, the following persons presented papers:

1. Alvin B. White, Assistant Superintendent
   Duval County Public Schools, Jacksonville, Florida
   "Problems of Black School Students in Grades K-6"
2. Dr. Barbara H. Wilson, Principal
   Bennett Elementary School, Ft. Lauderdale, Florida
   "An Identification of Problems Affecting Elementary Schools and How These Problems Affect Black Students"
3. Dr. Thomas A. Jackson, Dean
   College of Education, Florida A&M University
   Tallahassee, Florida
   "Critical Problems of Blacks in Lower Grades"
4. Mr. Sam Horton, General Director
   Secondary Education
   Hillsborough County Public Schools, Tampa, Florida
5. Mr. Otis Mason, Superintendent
   St. Johns County Public Schools, St. Augustine, Florida
   "Problems of Black Children in Elementary School"
6. Mr. Levi McIntosh, Principal
   Ribault Junior High School, Jacksonville, Florida
   "Problems Facing Black Youngsters in Secondary Schools"
7. Dr. Adelbert Jones, Associate Professor
   College of Education, Florida A&M University
   Tallahassee, Florida
   "Collaborative Recruitment Proposal for Prospective Minority Group Teachers"
8. Dr. Roy Phillips, Vice President
   Office of Public Affairs
   Miami-Dade Community College, Miami, Florida
   "A Proposal for Increasing the Retention Rate of Black and Other Minority Students in Florida's Postsecondary Education System"
9. Dr. Leonard Bryant, Jr., Dean
   Student Development
   Broward Community College, Coconut Creek, Florida
   "Blacks in the Florida Community College System "

To further examine the status of the education of Blacks in Florida, the chairman appointed persons to coordinate special mini-studies on topics pertinent to providing basic information and support data for a full understanding of the problem as it now exists. Five studies were assigned:

1. Dr. Jack L. Gant, commissioned June 6, 1986
   "A Study of Problems in K-6"
2. Dr. Leonard Bryant, commissioned June 6, 1986
   "Enrollment and Graduation Trends of Blacks in Florida Community Colleges, 1960-1985"
3. Dr. Andrew Robinson, commissioned November 28, 1986
   "Problems Encountered by Blacks Enrolled in Secondary Schools"
4. Dr. Israel Tribble, commissioned November 28, 1986
   "Factors Influencing Blacks Going on to Graduate and Professional School"
5. Dr. Ralph Turner, commissioned November 28, 1986
   "Blacks in Science and Technology Courses and Programs in Secondary Schools, Community Colleges and
   Colleges and Universities"

PART III. SUMMARY DATA

Presentations were made to and papers and support documents were reviewed by the Advisory Committee, which provided basic data on Florida's blacks school population, kindergarten through college. Factors included were: family characteristics, learning environment, academic performance patterns at the secondary and post-secondary levels, and other influences directly related to the educational status of blacks in Florida. More specifically, the presenters addressed:

1. Black family demographics
2. Employment status and income
3. Test standards, student performance, and student tracking
4. High school promotion, drop-outs, and graduation rates
5. Special programs participation
6. School discipline disparities
7. Instruction delivery
8. Teacher education status
9. College entry, enrollment patterns, and curriculum choices
10. Community colleges
11. Financial aid

1. Black family demographics

Black Floridians comprise 13% (1.5 million) of the state's population, and it is expected that this number will surpass 14% by the year 2000. The relatively young age of the black population implies the necessity for statewide educational planning for black students. For example, the median age of Blacks is 24 years, compared to 34.7 years for the total population. Almost 38% are under 18 years of age; more that 40% are under 19 years of age, and 31% are between 5 and 19 years of age. In the total population 27.6% are under 19 years of age, and the proportion is expected to decrease to 23.3% by the year 2000. In contrast, wherein Blacks currently constitute 20% of the total population between 5-19 years of age, this proportion is expected to reach 25% by the year 2000. Hence, the percent of Blacks within the group will increase, while the percent of the total K-12 school age population group will decrease.

Statistics show that many of Florida's black school-age youngsters are being reared in female-headed households. The result of which unfavorably impacts the psychological development, educational progress, and overall social behavior of these children. In 1980, 75% of black households in Florida were family households, of which 43% were headed by females. No husband was present in about 90% of the female-headed household. Sixty-eight percent (68%) of female householders without husbands had an average of 2.2 children under 18 years of age living with them. In total, 43% of black children under 18 years of age lived in single-parent, female-headed homes, 53% lived in two-parent homes.

The vast majority of female householders were separated, widowed, or divorced. The data show that almost one out of every two black women who marry eventually becomes separated, widowed or divorced. In 1980, 29.6% of black males and 46.5% of black females 15 years or older who had once married had become separated, widowed, or divorced. Therefore, the State of Florida must consider the proportion and consequences of broken homes if children of these homes are expected to participate fully in the educational system.

2. Employment status and income

By the year 2000, more "white collar" than "blue collar" workers will exist. Also by that time, the need for the "machine operator" in industry will begin to diminish and eventually disappear.

The Advisory Committee received reports that Blacks in the work force are in jobs where pay is low and working hours are long. One presentor reported, "In many instances, black parents (parents in general) have to work two or three jobs to make ends meet." Parents continually express the belief that if they do not work two jobs, they cannot support their family. It is evident that the American social structure perpetuates values which demand that parents work more than one job to feed their families, to be considered decent parents, and to remain functional.

The number of unemployed black youths in Florida, 16 years of age and older, in 1970 was approximately twice as large as their white counterparts. In 1982 and 1983, the unemployment rates for Blacks were 16% and 16.5% respectively. During the same periods, the unemployment rates for Whites were 6.6% in 1982, 7.1% in 1983.

The dispersion of employees into varied occupations demonstrates that Blacks are centralized in low status positions. The enterprises with the highest mass of Blacks are "services," both personal and professional.

Income difference reflects great discrepancy in the median income between Blacks and Whites in Florida. The income of black households represented 56% and 61% of white households in 1969 and 1979, respectively. Differences for black and white males, age 15 and older were comparable. However, the median income of black females age 15 and older represented 73% and 77% for the same period.

In 1980, 54% of black females over 15 years of age, compared to 37% of white females, were in the labor force. The median income for black women in 1979 was approximately two thirds of their white counterparts.

Proportionaly, the number of Blacks without income was twice as high as that of White in 1969, and three times as high in 1979. In addition, as recently as 1979, one third of Florida's black population earned below the poverty level, three

times the state average and more than four times the proportion of Whites.

In brief, the occupation and income rate conditions of Blacks in Florida are worse today than in the past decade. In the total population, particularly in comparision to Whites, the situation of Blacks has not improved significantly. Occupational and income inequalities not only continue to exist between Blacks and Whites, but in many instances they are also becoming more and more pronounced. Even in areas in which Blacks seem to be improving, their improvement is consistently less than that of the total population, especially Whites.

3. Test standards, student performance, and student tracking.

The Florida Legislature has enacted statutes requiring a statewide comprehensive plan for mathematics, science, and computer education; it has passed the RAISE Bill (Raise Achievement in Secondary Education), which specifies high school graduation course requirements in English, history, mathematics, government, economics, fine arts, natural science, and other disciplines to be initiated and increased gradually over a period of years. It also has mandated a comprehensive standardized achievement testing program, which includes the Student Statewide Assessment Test (I and II) for high school graduation and the Scholastic Aptitude Test (SAT) or the American College Test (ACT) for college admission.

The Student Statewide Assessment Test (SSAT-I) is a set of basic skills tests administered at grades 3, 5, 8 and 10. It is designed to assess achievement of minimum student performance standards in reading, writing, and mathematics. Before passing to the succeeding grade, students must meet the standards.

The Student Statewide Assessment Test (SSAT-II), administered in grades 11 and 12, is designed to assess achievement of minimum standards in reading, writing, and mathematics, with an ability to apply these basic skills to everyday living. Beginning in 1982, students had to pass the SSAT-II prior to receiving a regular high school diploma.

Student seeking admission to public postsecondary education in Florida must show evidence of having taken either the SAT or the ACT. Admission to State University System (SUS) institutions requires a legislatively mandated score. Many view the legislative actions as progressive mandates to achieve appropriate standards. However, the demand for increased standards as a strategy for improving Florida schools was not accompanied by emphasis upon improving the quality of instruction. Educational leaders presenting papers to the Advisory Committee agreed that the results of the thrust toward excellence have dealt a telling blow to the education of Blacks in Florida. There appears to be an undeniable justification that the marginal position of black students in Florida is now being proliferated, and data regarding the testing programs support this conclusion.

An analysis of achievement on the SSAT-I indicates that black students continue to lag behind all other ethnic groups. In 1977 the derived composite score for black students was 54, compared to white composite score of 83. By 1985 the composite scores for black and white students improved to 79 and 92, respectively.

In 1977, 20% more whites than Blacks passed the SSAT-II on the first attempt. However, during the 1985 SSAT-II administration, the passing rate for Blacks on the communications section on the first try was 74%, compared with 93% for Whites. Black students did not do as well on the mathematics section of the SSAT-II test. In 1977, 23% Blacks achieved passing rates, compared to 76% for white students. The 53 percentage point difference between Black and White mathematics scores in 1977 was reduced to 22 points in 1985.

During the period 1980-86, the standard for unconditional admission to State University System (SUS) institutions required a prescribed score on the SAT and/or ACT. From 1980-81 through 1982-83, the required score on the SAT and ACT was 800 and 17, respectively. From 1983-84 through 1985-86, the standard was 840 and 17, respectively. In 1986, the SAT composite was 900; the ACT, 19.

In 1983-84, 16,354 Blacks graduated from Florida public high schools. Of this number, 3,256 took the SAT; only 659, or 20% made a score of 840 or more. On the ACT in 1983-84, 3,014 eleventh and twelfth graders took the test; 553, or 19%, made the required test score of 17 or more.

As the average score for black students enrolled in State University System institutions between 1980-1985 increased from 735 to 820, a similar increase occurred on the ACT from 15 to 17. A significant number of Blacks still do not meet the prescribed standards for admission to the State University System institutions. If the SAT and ACT scores are raised to 1,000 and 24, respectively, only 184 Blacks will make the required score on the SAT and, based on the current performance, only 106 on the ACT.

The fact that equal access alone has not created educational opportunity is of great concern to black educators. If black children have equal access, they should also have equal opportunity for equal benefits of such access. The focus on quality has functioned as a strategy of selectivity which segregates high and low achievers by tracking low achievers into a curriculum that is segmented, while high achievers are placed in accelerated courses and participate in college preparatory/high quality advance programs. This tracking results in greater disparity of achievement levels between black and white students after the third grade. Evidence shows that when a teacher expects much of a child, the child, produces much; but when a teacher expects little of a child, the child produces little. Teacher expectations of pupil performance are often derived from many sources, important among which are standardized tests of achievement.

In addition, the teacher's expectations may be based upon a pupil's apparent affluence and background. One explanation is that due to assumed and apparent deficits in learning and experiences, teachers expect less from students of low socio-economic status. Thus, students with low socio-economic backgrounds are assigned to less sophisticated tracks and are taught accordingly. And students assigned to these tracks generally expect less of themselves and respond accordingly. Contextual data which shows differences in family income and education level of test takers may also

present implications of differences in test scores between white students and black students.

Placing students in a group labeled slow or low stigmatizes them, a fact reflected in their loss of interest in studying and learning, thereby further debilitating their achievement. Teachers indicate that they stress high levels of conceptual learning with high ability students. However, the quality of learning experiences offered students labeled slow needs to be comparable to that provided groups labeled more able.

In recent years the College Level Academic Skills Test (CLAST) has become an indicator of basic skills acquired in the lower division of colleges. It also has become a means to many ends: obtaining financial aid, moving from lower to upper academic divisions and assessing and evaluating students.

During the first administration of CLAST in October 1983, Blacks scored lower in every category than did their white counterparts. In computation the passing rate for Blacks was 68%, compared to 94% for Whites; in reading, 90% for Blacks, 99% for Whites; in the essay component, 63% for Blacks, 88% for Whites.

Since the first administration, however, Blacks have improved their performance on CLAST. Utilizing the 1984-85 standards for all administrations in thee computation component, the percentage of Blacks passing was 8-10% lower than Whites. In the first administration, Blacks were 20% lower. The highest passing percentage for Blacks was in reading, with a 90% average passing rate (except 53% in June 1984 and 79% in October 1985).

In the essay component, Blacks score nearly 20 points below Whites, creating the largest area of disparity. A lower score point disparity between Blacks and Whites exists in reading and writing.

Although students who successfully complete necessary college preparatory work have higher CLAST passing rates than their underprepared counterparts who do not, they still have lower passing rates than students who begin without deficiencies. Two explanations for this situation have been suggested. First, once students complete the college preparatory courses, they may not be inclined to take courses beyond those required; and in the required courses, students are likely to earn an average grade. Second, college preparatory intervention at the undergraduate level may provide too little too late, with not enough emphasis given to required essential college preparatory courses.

4. High school promotion, drop-outs, and graduation rates

Promotion rates represent successful student progress through the system at the expected time. Promotion rates indicate support offered students, as well as vitality of instruction given.

Nonpromotion can be viewed as an attempt to make certain students meet performance standards as defined by law in Florida. These requirements are incorporated in pupil progression plans at all grade levels in every school district. Out of a total black school enrollment of 347,507, the number of black students retained in 1974 shows that 15,971, or 5%, were not promoted. In 1984 the black school enrollment was 353,999; of this number, 36,673, or just under 10%, were retained. Between 1975 and 1984, with only a 2% increase in black school enrollment, a 44% increase prevailed in the number of black students retained. Florida's stricter education performance standards may account for this increase in nonpromotion rates.

Consistently, statistics show that the largest percentage of students not promoted was in the 9th grade, followed by the 10th grade. The lowest number of nonpromoted students was in the 12th grade.

The literature strongly suggests that dropping out of school is the end product of a series of complex interactions and events. Factors which seem to impinge upon success for students in school are the expectations of parents, the presence of both parents in the home, the harmony within the family, and the effectiveness of parents to manage their children's behavioral problems.

One of the goals of the state of Florida is to sustain the intellectual growth of students until successful graduation. However, educators cited many reasons for students leaving school. Most frequently mentioned were, students: become tired of school, want to secure employment or become victims of teen-age pregnancy. In 1975 black students represented 31.85% of the students who dropped out of school in the Dade County School District. In 1978, Blacks represented over 20% of the dropout population in eight of the ten largest school districts. In 1981, black students in Dade, Palm Beach, and Duval County School Districts represented more than 20% of the dropout population. At the end of the 1984-85 school year, 40,957 of 1,558,919 students dropped out of school, and 9,436 of these were black.

Data regarding the years of schooling of Blacks 25 years of age and older show that 43% of black males and 46% of black female were high school graduates. The percentage of white males and females who graduated from high school was 70% and 69%, respectively. Moreover, 56% of Blacks receiving high school diplomas were females, and 44% were male.

5. Special programs participation

In an attempt to retain students, many school districts have instituted what is popularly known as alternative education programs, curricula designed to retain students who may be subject to suspension or expulsion from school. The programs also include students who have become uninterested, are low achievers, are potential dropouts, or exhibit behavioral problems in the regular school program. These students experience a different kind of learning environment—one utilizing learning programs, individualized prescriptive contracts, and behavioral counseling. The 1984-85 Statistical Report by the State Department of Education shows an increase in the number of students in alternative education programs over previous reporting periods.

The State of Florida has identified several categories of programs as exceptional student programs. These categories represent an attempt to place and educate students identified as having special educational needs. Criteria for inclusion in these programs may come from battery of objective instruments and/or a subjective rating from a classroom teacher.

The following exceptional student education programs are specific categories required by the U.S. Office of Civil Rights for reporting racial data: Educable Mentally Handicapped, Trainable Mentally Handicapped and, Speech/-Language and Hearing Impaired. Black students participate in all of these programs.

According to 1984 Florida State Department of Education membership in the Educable Mentally Handicapped programs was 15,454, representing a decrease of 3,233 students since 1980. Most of the participants in four of the five regions in Florida are black students. Among the Trainable Mentally Handicapped, 1,639 black students were enrolled, accounting for 33% of 4,967 students.

Specific Learning Disabilities (SLD) include conditions such as dyslexia, developmental aphasia, brain injuries, or other disorders related to processes involved in understanding spoken and written language. In the fall of 1984 the 58,154 students enrolled in programs under this umbrella represented the largest group in the exceptional students program. The 16,080 black students in the program represented 27.5% of those in the program. Since 1980, the enrollment in the emotionally handicapped programs in school districts has shown a steady increase, with 35.7% or 9,239 members of the black student population enrolled in these programs. In the fall of 1984, black students enrolled in the Speech/Language and Hearing Impaired Program (S/LH) represented 31.85% of 46,903 students enrolled.

Black students have been classified overwhelmingly as mentally retarded; hardly ever are they denoted as gifted and talented by Florida's public schools; in 1977 only 698 of 20,680, or 3%, of the gifted and talented were black.

In the Gifted Program (GP), enrollment increased from 28,141 in 1980-81 to 40,736 in 1984-85; this increase included 1,855 black students which represented 0.5% of the fall 1984 participants, a 2% increase since 1980.

The Specific Learning Disabilities (SLD) program involves the largest number of students throughout Florida's school system. Blacks are disproportionately represented in this program.

6. School discipline disparities

Suspension, corporal punishment, expulsion, referral to courts or juvenile authorities, and referral to alternative education programs for disciplinary measures are disciplinary actions which occur in Florida public schools. Disciplinary actions were taken against Hispanic and Blacks more often than students of any other racial/ethnic group, males more often than females.

Black students have been suspended from schools in numbers vastly disproportionate to their membership in the school population. Statewide in 1976-77, Blacks comprised 41% of students suspended between one and twenty days but comprised only 23% of the student population. The percentage of black students who were suspended in 1978-79 was 39%, accounting for 57% of total suspensions and in total enrollment. In 1983-84, 38% of total suspensions from school were black, well above the 23.61% total black enrollment for that year. Florida State Department statistics for the 1984-85 school year revealed that 38,712 black students were suspended from school, representing 37% of total suspensions, but again, above the black representation. White students who were suspended from school that year represented 57% of the total, below their 65.99% representation of total membership.

During the 1984-85 school year, 77,279 students in Florida public schools were suspended and placed in in-school suspension centers. Of these, 31% were black students while 59% were white.

Florida Statutes, Section 228.04(17), defines corporal punishment as "the moderate use of physical force or physical contact by a teacher or principal as may be necessary to maintain discipline or to enforce school rule." The statute further states that corporal punishment does not include use of unreasonable force by a teacher or principal as may be necessary for the protection of himself or other students from disruptive students.

Regardless of the number of times they are punished, students are counted only once. Between 1982-83 and 1983-84, the number of students receiving corporal punishment decreased by 23,582 or 13.16%. Of the 155,622 students receiving corporal punishment in 1983-84 in Florida public schools, 35.5% were black, 60.8% white. In 1984-85, 141,107 students received corporal punishment; of these 36.35% of the total group, 51,297, were black, a proportionately high number; 60.43%, or 85,274, were white. Data from one school district indicate that during 1977-78, a total of 2,025 students received corporal punishment and that 1,692, or 83.56%, of the total were black. These figures represent 23% of the total black student membership. In the same school district, the 1978-79 data show that 1,816 students received corporal punishment and that 1,534 black students, or 85%, were included in the total. The number of black students included in the total represents 21% of the total black student membership.

During the 1976-77 school year, nearly 6,000 students were referred to court or juvenile centers. Of these students, 64% (3,782) were classified as white, 34% black. The number of students referred to the system in 1983-84 rose to 24,218, of which 28% were black, and 69% (16,665) white.

7. Delivery of instruction

One purpose of education is to prepare the individual to assume a responsible role in complex social structure. Society continuously demands new skills and new technology, therefore the educational system must furnish the individual with the ability to adapt to learn new skills.

The first few years of school can be crucial to developing the child's interest to learn. The child's enthusiasm, if crushed, can effectively destroy his will, hence his ability, to learn later in life. Teaching methods should enable a student to learn out of interests. Since this approach is a way to encourage inquisitiveness and to break down barriers and prejudices against subjects which are essential to operating a nation, primary education must provide the child the ability and desire to learn; secondary education must furnish the child's mind with a large variety of subjects which will provide knowledge for mastery of skills and disciplines. The last two years of high school should be used to furnish a university entrant with academic subjects and new technological skills.

Historically, some teachers have acted as a filter to help differentiate the elite from the masses in the social structure. This filter philosophy places the responsibility for learning entirely upon the student. Those who survived the pursuit of academic endeavors were differentiated from those who lacked survival skills. Some educators have assumed that a standard for a learning environment exists. The error in this approach is that quality of instruction is specified in terms of group results. Recently, however, educators have been speaking of a curriculum for every student. The assumption is that each learner has a unique learning style. This emphasis on the individual necessitates a demand for re-evaluation and change of traditionally accepted professional roles. Quality of instruction can be defined in terms of the degree to which the presenting, explaining, and ordering of elements relate to a given individual. The burden of responsibility is shifting from the student to the school, from differentiating learning readiness between students to bringing many students up to an equal level of competence and knowledge. The challenge of these forces is being met most effectively by individualized instruction, that is by providing alternative methods and techniques to manage alternative modes of learning styles and alternative cultural backgrounds.

Poor student performance at the postsecondary level led to the Florida Legislature enactment of the "Educational Accountability Act of 1976." Many educators viewed this Act as an appropriate strategy to make a positive impact upon public school education in Florida. The increase in the proportion of students meeting indentified standards indicates improvement in performance. Nevertheless, some educators feel high schools have not properly planned to assist large numbers of students to meet the standards on tests utilized as admission criteria for postsecondary education. Many teachers seem not to adapt weekly tests to match the form of standarized tests. In addition, individual differences, e.g., cultural differences, learning styles, pre-requisite skills etc., may not have been considered a part of the instructional design.

A person's experiences form cornerstones for developing unique sets of characteristics through which experiences derive meaning. Teachers are aware that these characteristics function as individual differences. They are also aware that these differences are continuously amended and that they affect student performance. However, teachers have difficulty in making maximum use of individual differences a factor, which results in students' inability to reach their optimum level of performance.

It is important to recognize that success for students in the performance of learning tasks is directly related to students' ability to process content information. However, other factors affect student learning. One means of understanding individual differences is to analyze each student's cognitive style. Individual differences are usually used to refer to a set of characteristics unique to each person. Identifying process factors through measurement of an individual's cognitive style differences is important, because once the set of factors has been identified, learning prescriptions can be designed by employing instructional strategies to diversify presentation modalities to meet students' needs, interests, and abilities. The most adequate way of coping with individual differences might be to alter instructional methods to fit aptitude patterns of the learner. To keep up with students rapidly expanding abilities, their instruction should provide necessary enrichment and challenge. The most important program objective should be to stimulate individual interests.

The presenters appearing before the Advisory Committee contend that the logical events to meet individual needs of students are to design an individualized instructional program, train teachers to effectively utilize and manage the program, train students to participate in the individualized instructional process, deliver the instruction to the learner, design criterion reference test, and provide pre-post-administration of the test at various intervals.

8. Teacher education status

Professional teacher education majors, in addition to meeting course requirements, are required to pass three standardized tests for certification: the Scholastic Aptitude Test (SAT) or the American College Test (ACT), the College Level Academic Skills Test (CLAST), and the Florida Teacher Certification Examination (FTCE).

The SAT and ACT test have the greatest impact upon recruitment and admission of students to teacher education programs, and at present, students must meet the standard of 900 and 19. respectively, on these test.

The Florida Teacher Certification Examination (FTCE) is a test based on the thirty-seven (37) essential competencies identified by Florida educators as minimal entry skills for prospective teachers. The examination is divided into four (4) subtests: writing, reading, mathematics, and professional education. The writing subtest is multiple choice. Anyone may take the Florida Teacher Certification Examination. In 1983 the best percentage of Blacks passing was in reading, the lowest in mathematics. And although the highest to lowest scores in subtests were reading, writing, and professional education. Since the June 1983 administration, Blacks have not passed above the 60% mark on this subtest, except in the June 1985 administration in which Blacks passed at 64%. Whites passed reading at an average rate of 90%, compared to Blacks passing at an average of 70%. The passing rate for Whites on the entire test was approximately 89.4%, compared to 34.3% for Blacks. In a longitudinal study of four groups of Blacks who took the exam for the first time in 1981 and 1982, the passing rate was approximately 65% after four administrations.

Although teachers are certified to teach, the greater portion of them receive their degrees from predominantly white institutions and have minimal training to teach in multi-ethnic/multi-racial schools. The most significant burden which black children have faced in school was the absence of a standard in teacher-training institutions for preparing teachers to teach in multi-cultural/multi-racial environments.

Although a multi-cultural standard was adopted by the National Crediting Association of Teacher Education (NCATE), teachers have inadequate educational foundations to manage the social, cultural, and linguistic differences of an intergrated school.

9. College entry, enrollment patterns, and curriculum choices

Black and white high school graduates, have similar expectations regarding entry to college. Of the 16,384 black students who graduated in 1984, 28.8% indicated that they would attend four-year institutions of higher education; 10.5%, two-year; and 22.1%, other postsecondary education. Of the 60,629 white students who graduated in 1984, 27.2% indicated that they would attend four-year institutions of higher education; 13.3%, two-year; and 27.9%, other postsecondary education institution. In reality, only 16.60% of the total graduating class of 1984 entered four-year institutions of higher education; 26.59%, two-year institutions; and 4.3%, some other postsecondary education institutions.

The problems having an impact upon the education of Blacks in the State University System are consistent with problems at other levels. The data show that in 1977, 9.1% of the first-time-in-college (FTIC) students were black. Between 1977-1985, black FTICs varied by an average of 3% Between 1977 and 1984, black enrollment in the lower division was slightly higher then in the upper. The defference was relatively small. For example, in 1977, 4,912 black students were enrolled in the lower division and 3,923 in the upper; in 1978, 4,099 Blacks were enrolled in the lower division, 4,458 in the upper. In 1982, however, a significant difference existed in the number between the two levels, with 4,314 black students in the lower and 2,831 in the upper.

SUS Black Student Undergraduate Enrollment by Percentage

1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
10.4	9.9	9.9	9.4	8.9	8.3	10.3	10.8

The percentage of black undergraduates at predominantly white institutions (PWI) was approximately 6.0% during the same period.

Black Undergraduate Enrollment at Predominantly White Institutions (PWI) by Percentage

1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
6.7	6.8	6.0	5.9	5.7	5.4	6.3	6.7

Thus, a review of data shows a uniform decrease in the percentage of total, as well as undergraduate, enrollment in the State University System (SUS) of Florida until the 1983-84 academic year.

These differences in number and percentage of black students in lower and upper division compare unfavorably to the corresponding number and percentage of white students. In 1977, 19,563 white students were enrolled in the lower division 39,888 in the upper; in 1978, 21,026 whites were in the lower division, 37,744 in the upper; in 1984, 21,752 were in the lower division 35,362 in the upper. Thus, while a larger number and percentage of white students were always enrolled at the undergraduate upper division, most often the greater number and percentage of Blacks were in the lower division. Only in 1978, 1981, and 1983 were more Blacks enrolled in the upper division than in the lower. In 1981 and 1983, this difference in number was less than 100.

In Florida, the private historically black colleges (HBCs) are Bethune-Cookman College, Edward Waters College, and Florida Memorial College. These institutions had a combined enrollment during this period of 3,567, approximately 61.% of the total number of Blacks attending private colleges in Florida. Enrollment at private HBCs has fluctuated between approximately 3,500 and 4,300. Bethune-Cookman College has the most consistent enrollment while Edward Waters College enrollment fluctuates. Florida Memorial College enrollment has increased by 57% since 1982. In private historically black colleges, the female enrollment more nearly approximates the male enrollment than in the State University System institutions.

As in the State University System, business was the area in which most degrees were conferred at HBCs in 1983-84. Education was the second largest area, and social sciences (psychology, sociology, urban studies, etc.) the third most popular degree conferred. The health professions were represented only at Bethune-Cookman College. As in public institutions, a small number of black students received degrees in the sciences;; in 1983-84, students were attracted to biological science. Very few degrees were conferred in physical science. As of May 1985, all three institutions had dual degree programs in engineering. Available data indicated that the number of degrees awarded since 1980 has declined or fluctuated, with no appreciable increase.

Unless someone makes serious effort to increase the college attendance rate and level of retention, the percentage of undergraduate degrees conferred upon Blacks will probably continue to decline. Data show a decline in the percentage and number of black undergraduates at all levels of the Florida higher education system. Black enrollment has decreased from 13.8% of the total higher education enrollment in 1976 to 10.2% in 1981. This decline is most dramatic for the percentage of black males.

The increased enrollment of Blacks within the community college system poses an additional burden. This fact is true because the data indicate a higher attrition rate of students attending two-year colleges rather than four-year institutions. For every ten students entering college, only four will graduate four years later. The fifth will require additional years to graduate. Of the remaining five students who dropped out, eventually two will re-enroll in other schools and finally receive a college degree.

In 1980, 21% (1,942) majored in business and management, 21% (1,915) in professional education; the remaining 58% selected majors in the other disciplines. Moreover, in 1984 an increase of 31% students selected business and management disciplines. And although education remained students' second most popular choice, the number decreased to 14% (1,156) of student headcount.

Comparable numbers of black males and females selected majors in the sciences; females were more highly represented in health sciences. In the sciences, females chose biological/-life sciences; males, physical science.

Between 1980 and 1985, Blacks received approximately 6.5% of the baccalaureate degrees conferred. Between 1980 and 1985, Blacks received 6,787 degrees, averaging about

1,357 degrees received per year from the State University System. During these years, black females received at least 61% of degrees awarded Blacks in the system. This compares with 50% of degrees granted to females of all races.

By discipline, Blacks received the larger number of degrees in business. Viewed more closely, however, black females consistently received degrees in education, although in certain years more females were enrolled in business than education. The three most popular disciplines in which black males received degrees in 1980-84 were business, social science, and education. In 1985, black males received more degrees in engineering and engineering-related fields than in education. Hence, engineering seems to be replacing education as the third most popular field in which black males are receiving degrees in the system.

An examination of black attrition rates shows black students on PWI campuses drop out at higher rates than Whites, particularly in academic fields that require entensive preparation in mathematics and science. Although Blacks reenroll at a higher rate than do Whites, their graduation rate is much lower than white counterparts.

10. Community Colleges

Community colleges in Florida have been the most accessible means of higher education for Blacks since 1970. But recent data reveal a dismal picture for continuing black access to these schools. Although the rate of black high school graduates increased between 1977 and 1984, the percentage of first-time-in-college (FTIC) students in community colleges has steadily decreased during the same period. In 1978 Florida black high school graduates experienced a high of 19.5% of enrollment in community colleges; in 1979, 18.3%. This decreasing trend continued to a 14.6% low in 1983, 15.4% in 1984. Consequently, black FTIC students averaged about 10% less than white FTIC between 1977 and 1984.

The situation for full-time enrollment in community colleges is similar to FTIC students. Between 1977 and 1984 the highest percentage of Blacks in community colleges was in 1977 (14.3%). Since that time, however, the number and percentage of Blacks enrolled in community colleges have declined while the percentages of Whites remained the same and other minorities increased. Since 1978 black enrollment has remained slightly below 10%.

A relationship exists between the decrease in the black enrollment in community colleges and the drastic decline in the percentage of financial assistance awarded to Blacks. This trend began in 1977-78 when 41.4% of financial aid was awarded to Blacks. By 1983-84 Blacks received 22.2%. Comparatively, aid to Whites increased from 44.7% to 57.4% during this same period. And in 1983-84 financial aid to minorities other than Blacks increased from 14.2% to 19.5%. Thus, aid to these minorities (Hispanic, Asian, and the American Indian) increased by 5% in this seven-year period while aid to whites increased 13%; aid to Blacks decreased 19.2%.

In community colleges, in all racial categories, the associate of art degree is awarded more often than the associate of science. Between 1977 and 1984, more than 75% of Blacks chose the AA degree track. During this same time, Blacks received approximately 8% of all community college associate degrees.

The correlation between black enrollment and percentage of degrees awarded Blacks is instructive. For example, when the largest number of Blacks enrolled in 1977 and 1978, the highest percentage of Blacks awarded degrees was 9%. While enrollment of Blacks in community colleges fluctuated and eventually declined between 1977 and 1984 (14% to 9%), the percentage of black graduates averaged about 8% during the same period. On the average, 14% of all certificates awarded between 1975-84 were to Blacks. A higher percentage of certificates versus the number of degrees was awarded to Blacks.

A dramatic decline prevails in the number of community colleges students transferring to four-year institutions.

Between 1976 and 1984, the largest number of black community colleges transfers was in 1976, 1,242.

Since 1980 the number of black community college transfers has been less than 1,000. The number declined to 826 in 1983-84. The figure represents a 34% decline.

Data for 1984 also indicate that only a small percentage of the enrollment at HBCUs was through transfer. Less than 2% of the enrollment could be attributed to transfers. The majority of these transfers came from predominantly white two-year institutions.

11. Financial Aid

The distribution of financial aid to Blacks in the SUS has declined since 1978. During 1978-83 grants decreased steadily, from 3.5% (1978) to 25.1% (1983), a reduction of 10.2%. Grants to Whites fluctuated, with the tendency to increase approximately 7%, except in 1980 when grants increased by 14%. Loans for Blacks also decline between 1978 and 1983. In 1978, 22.5% of the total loans was awarded to Blacks; in 1983 they received only 14.9%. Similarly, in 1980 and 1981 loans decreased drastically for Blacks, with a simultaneous increase for Whites (14%) during the same period. Between 1978 and 1983 the overall 8% decrease for Blacks in this category compared to an 8 percent increase for Whites during this same period. Blacks also lost in student employment in 1978 Blacks received 24.6%; by 1983, only 17.1%. This overall 7% decrease for Blacks compared to a 7% increase for Whites. Only in scholarships were awards to Blacks constant. On the average, during this 1978-83 period, blacks received 17-19% of total scholarships awarded; Whites averaged 76% of the total.

During the period, scholarship awards to Blacks decreased while awards to Whites remained constant, except for a 13% drop in 1983-84. Blacks lost approximately 20% in grants awarded between 1977 and 1984 while grants to Whites fluctuated only slightly. Other minorities experienced a consistent increase in grants awarded. The situation in other awards categories for Blacks was similar: loans and student employment show consistent decline in the black percentage of the total awarded. This data indicates the potential for serious difficulties in the financing of higher education for black students.

Approximately 90% of Florida's private HBC students received financial aid in 1983-84. State scholarships and PELL grants accounted for the largest portion of financial aid awards.

Guaranteed higher education loans accounted for a sizeable sum of student aid. Institutional scholarships provided an important source of aid for students in these institutions, especially Florida Memorial College and Bethune-Cookman College, where 20 percent and 18 percent, respectively, of total students received this aid.

PART IV. RECOMMENDATIONS

A. Committee Recommedations

1. Access to four year programs by black citizens who were graduated from high schools prior to the new standards for admission should be facilitated by some BOR policy revision.
2. The 1989 CLAST standards would exclude a majority of black students from participation in the upper division of the State University System, thus losing precious human resources for the State of Florida. Research consistently shows that a combination of standardized test scores and classroom performance (GPA) is the best forecaster of future academic success. It is recommended that a combination of CLAST scores and GPA be used as criteria for meeting the academic performance requirements in lieu of the stated scores for the accepted 1989 CLAST standard.
3. Each community colleges and university should make provisions for each eligible student, irrespective of race, gender or economic status, to take the CLAST. Each institution should present a detailed plan to the appropriate governing board for corrective action, results to be reported to the State Board of Education.
4. Kindergarten through twelve schools seeking merit school status should be required to include criteria for improvement for minority students. Schools must meet the achievement standards for minority students before receiving merit funds.
5. The State Board of Education must identify those schools in which black students' performances on the SSAT program are below the system's requirements. The district should develop an annual plan approved by Department of Education to improve the performance of minorities and evaluate the effectiveness of the program.
6. Elementary, middle and high school science and mathematics teachers need to be more effective in teaching and motivating students to learn the basic sciences and mathematics. The State Board of Education is requested to establish a mechanism to promote awareness of careers in scientific fields as options for Blacks and to provide effective teaching of science and mathematics in schools.
7. Laboratory experiments are essential components of biology, chemistry and physics courses in high school. Laboratory experiments not only reinforce classroom concepts and train students to observe the laws of nature, but they also serve as catalysts to motivate students to enjoy science. The State Board of Education is requested to provide laboratory facilities and equipment to enhance classroom teaching in those school districts with a large population of black students.
8. There is an abundance of data documenting the severe underrepresentation of Blacks in the field of science, mathematics, engineering, medicine, and allied health. A massive effort is necessary to correct this underrepresentation of Blacks in these scientific areas. Therefore, the State Board of Education is requested to establish resources for summer institutes and Saturday academies of science to increase the black population in the sciences, engineering, mathematics, and related areas.
9. There is a need for most Blacks in Florida to be enrolled in biology, chemistry, mathematics, and physics courses at the high school level. This will contribute significantly toward more Blacks being able to pursue careers in biology, chemistry, mathematics, physics, and engineering. Therefore, the State Board of Education is requested to establish a mechanism to increase significantly the number of black students enrolled in courses within each school district.
10. Florida A&M University and the three private black colleges in Florida are very successful in producing black scientists, engineers, and mathematicians, in comparison to the predominantly white institutions in Florida. The Legislature is requested to establish an annual appropriation of one million dollars to the four predominantly black institutions in Florida to establish scholarships which will attract black students to pursue degrees in mathematics, basic science, and engineering.
11. A Private Sector/Public Sector Jobs and Scholarships Office should be established and funded in the Office of the Governor for black youths. This office would be responsible for developing a structure and obtaining private sector/public sector leadership

involvement in every major urban area to secure summer and part-time jobs for black youths in the communities, as well as developing support programs for scholarships and/or financial aid, which would assure each black youth who completes high school that he or she will have adequate financial support to attend college.

12. A three-pronged program designed to revitalize Florida's recruitment and support of black teachers should be adopted and funded by the Legislature and the State Board of Education:
    a. The award process of Florida Teacher Scholarship funds shall be decentralized so that individual colleges and universities may award the scholarships directly to prospective black teacher education majors. This process would allow such students to apply directly to the college or university of their choice for both admission and scholarship award, and the college or university would have the authority to admit them and award them scholarships on a timely basis.

    b. A grant should be made to each state university and the three private HBCs to support black prospective teachers engaged in innovative teacher education programs. Such black students may be recruited from specific target groups such as: graduates of colleges of arts and sciences, presently-employed teacher aides, substitute teachers, early retirees from other fields like the military and non-traditional college students.

    c. Establish a challenge/matching gift program for colleges and universities to secure private contributions which would be matched by public funds, dollar for dollar, to support black students interested in majoring in teacher education. This program would be an incentive to colleges and universities to involve the corporate community and private individuals in the support of efforts designed to attract black students to the teaching profession.

13. An initial annual allocation of $100,000 should be provided to the Florida Institute of Education to design and implement a teacher recruiting campaign specifically directed at black high school and college students. In consonance with its mission, the Institute should work with school districts, community colleges and universities to develop, enhance, and assist in the institutionalization and carrying out of this task. The Institute should work with established units concerned with teacher recruitment, such as the Teacher Recruitment and Referral Service of the Center for Career Development Services, the Future Educators Clubs of Florida, teacher organizations, and appropriate foundations concerned with teacher recruitment.

14. A thorough study of the education of Blacks in community colleges should be made to determine the causes of low enrollments, high rates of attrition, low rates of graduation of Blacks with AA and AS degrees, and decline in number of black students with AA degrees transferring to the State University System. The study should be conducted by an independent higher education consulting firm in consultation with the leadership of the community colleges; and the staff should include the services of some of the most noted black educators in America.

    A plan of action should include requirements for new dollars from the legislature as well as sources of dollars which can be redirected to meet the requirements of the plan.

    Promising practices, such as, a) academic support tutorial laboratories within the departments of mathematics, science, and communications, b) exemplary teacher preparation programs for community college teachers, and c) inservice training in teaching of diverse populations and management of diversity should be examined by the study.

15. To give immediate assistance to community colleges in their effort to meet the needs of black students, the funding of college-preparatory courses should be increased at the system level and at each individual community college.

16. Funding the existing McKnight Centers should be continued for five years, and funds for the establishment of five new centers should be provided.

17. Students suffer disadvantages in the classroom when the content of the curriculum is partly or largely unrelated to their own socio-cultural environment and experiences. They suffer a sense of alienation which results in their dropping out psychologically from classroom activities and engenders poor self-concepts and self-esteem. The Department of Education should direct audit teams to give special attention to the inclusion of multi-cultural textbooks and library and other curricula materials to ensure that they reflect the contribution of Blacks and other minorities.

18. A clearing house and resource center for the collection, display, and dissemination of information on effective education strategies and exemplary practices as they relate to black student acheivement should be established. Responsibilities of the center should include holding regular statewide conferences; sponsoring appropriate research and publishing the results; offering technical assistance to public schools, community colleges, and universities; and networking the efforts of all other groups dedicated to improving black student performance. Given its present involvement with these issues, the Florida Institute of Education, with augmented funds and support, should be charged with establishing this clearing house and resource center.

19. An Institute of Economics and Social Research should be established and funded to monitor and report on the economic and social progress of black

Floridians on an annual basis.

20. The Florida Family School Research Institute should be established at historically Black colleges and universities. The centers would conduct research on teenage pregnancy, drug and alcohol abuse, dropout problems, family life, and the effects of social intervention programs in the black communities. The centers would offer practical support to impact the problems, conduct workshops on the problems and develop educational guides to remedy problems.

2. Endorsed Recommendations

The State Board of Education Advisory Committee on the Education of Blacks in Florida reviewed the 1986 and 1987 recommendations of the Education Standards Commission (ESC). Those recommendations which the Advisory Commmittee identified as being particularly supportive to improving the educational status of Blacks are thereby endorsed, are listed below:

(1) A teacher scholarship/grant be established for Black college students meeting academic qualifications, but for whom family financial resources are a primary deterrent to pursuing higher education. Existing financial aid programs be reviewed to make them available to Black students preparing to teach in any field or location in Florida. ESC (3) 1986.

(2) A statewide working conference be convened to launch a major effort to develop and disseminate strategies for improving the performance of prospective minority teachers in meeting standards or admission to the profession. ESC (5) 1986

(3) Information on the supply of Black teachers be included in the Florida Department of Education. ESC (6) 1986.

(4) College work study and other funds (perhaps state compensatory education and federal Chapter I dollars) be utilized by school districts to hire and train college students, especially prospective black teachers, to tutor students who have weak academic skills. These student tutors should work only under the supervision of a certified teacher. ESC (2) 1987

(5) A major goal of the Future Educators Clubs of Florida be adopted for the early preparation of their members to meet the standards of entry to the profession. Activities toward this could include career awareness and counseling, self-assessment of academic strengths and weaknesses, planning an appropriate program of studies in high school, and academic enrichment experiences. ESC (3) 1987

(6) The importance of positive attitudes and high expectations on student achievement be emphasized by Teacher Education Programs and District staff development programs. Training should focus on the many ways in which the self-concept of students, especially minority students, may be damaged by the unintentional insensitivity of the educational establishment. ESC (4) 1987

(7) Rewards and incentives be offered throughout the educational establishment for the approved achievement of minority students. Criteria for existing recognition programs: the merit school program, the career advancement program, revision of professional school principals and other similar programs should be revised to include outcome measures of the performance of students at risk of failure. New incentive programs which encourage aggressive minority recruitment and comprehensive support system for improving minority performance in community colleges and universities should be developed. Rewards should be associated with high minority achievement on the CLAST and gains in minority, enrollment retention, and completion. ESC (5) 1987

(8) A fund be established and monies provided by the Legislature for early childhood education programs of low income families beginning at age two or three for children. Parenting education should be a component of these programs. ESC (7) 1987

(9) Community and business initiatives be encouraged and enhanced by department and school districts to address the improvement of minority student achievement by developing an awareness of the need for such programs and recognizing their existence through state and local partnerships. In particular, these programs should stress the development and reinforcement of positive attitudes toward values for education. Through them, the link between educational achievement and personal economic success should be stressed to all youth, especially minority youth. ESC (8) 1987

(10) A competitive grant program be established, available to both public and private teacher education programs, to improve the recruitment and retention of black teacher education students. At least 50% of the grant funds should be awarded to the predominantly black colleges and university. Criteria for grant awards should specify that each college establish a chapter of the Florida Student Leaders of the Association of Teacher Educators or of the Future Educators of America. ESC (12) 1987

ESC = Education Standards Commission
( ) = Recommendation number for ESC
19 ____ = Year of Recommendation

PART V. CONCLUSIONS

From our study, eleven salient points have evolved; the implications of those points are:

- The number of blacks in the school age category will increase significantly over the next two decades.
- The unemployment rate among Blacks, especially young black males, continues to soar. Blacks continue to be clustered in larger numbers in the lower paying jobs.
- Educational standards have increased; Blacks continue to lag behind their white counterparts in successfully passing standarized tests.
- There is a high dropout rate among Blacks. Young blacks become "at risk' in early years of elementary school.
- Blacks are placed in special programs in disproportionate numbers.
- Blacks are more than likely to be suspended or expelled, to receive corporal punishment, or be referred to the courts/ juvenile authorities.
- The instructional delivery system should maximize the students potential, consideration should be given to learning styles of students with varying socio-cultural backgrounds and experiences.
- A vigorous recruitment program is needed for teacher education programs to ensure that Florida continues to produce black teachers, principals, guidance counselors, etc.
- The number of Blacks enrolling and successfully completing a four-year degree has declined.
- The number and percentage of Blacks enrolling in the community colleges have declined significantly. Attrition rates among Blacks who attend community college is extremely high.
- Financial aid to black students has decreased while aid to white students has increased.

We believe that the State of Florida cannot afford to allow some of these startling trends to continue. The Committee has attempted to present a set of recommendations which we feel will do much to insure that the state provides quality educational experiences for all of its citizens.

PART VI. RESOURCES

1. Advisory Committee paper presenters

Dr. Sam Horton, General Director
Secondary Education
Hillsborough County Public Schools—Tampa, Florida

Dr. Thomas A. Jackson, Dean
College of Education—Florida A&M University, Tallahassee, Florida. "Critrical Problems of Blacks in Lower Grades."

Dr. Adelbert Jones, Associate Professor
College of Education—Florida A&M University, Tallahassee, Florida. "Collaborative Recruitment Proposal for Prospective Minority Group Teachers."

Mr. Otis Mason, Superintendent
St. Johns County Public Schools—St. Augustine, Florida. "Problems of Black Children in Elementary School."

Mr. Levi McIntosh, Principal
Ribault Junior High School—Jacksonville, Florida. "Problems Facing Black Youngsters in Secondary Schools."

Dr. Roy Phillips, Vice President for Public Affairs
Miami-Dade Community College—Miami, Florida. "A Proposal for Increasing the Retention Rate of Black and Other Minority Students in Florida's Postsecondary Education System."

Dr. Alvin B. White, Assistant Superintendant
Duval County Public Schools-Jacksonville, Florida. "Problems of Black School Students in Grades K-6."

Dr. Barbara H. Wilson, Principal
Bennett Elementary School—Ft. Lauderdale, Florida. "An Identification of Problems Affecting Elementary Schools and How These Problems Affect Black Students."

2. Agency papers and documents

Florida Department of Labor, Statistacal Report on Unemployment and Underemployment, 1982-1983. Tallahassee, Florida.

Florida Legislature
Prefiled Bills, 1987 Legislature—Affecting Blacks

- Report of CLAST Sub-test Scores of Public Institutions. Division of Community Colleges, 1986; Tallahassee, Florida.
- Profiles of Florida School Districts, Statistical Briefs: Suspensions, Corporal Punishment, Expulsions, Alternative Academic Programs, Student Achievement, High School Graduation; 1977, 1978, 1983, 1984, 1985, 1986, Tallahassee, Florida
- 1980 Census—Florida Estimates of Population Trends. Division of Public Schools, Community Colleges, Universities and Vocational Education, Tallahassee, Florida
- Equal Access—Equal Opportunity, 1977, 1984; Division of Community College, Tallahassee, Florida
- Student Date File. 1977, 1978, 1982, 1983, 1984, Tallahassee, Florida

State Board of Education—Postsecondary Education Planning Commission (PEPC)

Allied Health Education in Florida. 1986

Inventory of Programs Affecting Minorities

Lower Division Impact Analysis

State of Florida. Educational Accountability Act of 1976. Florida Statutes: 228.04(17); 229.55(2) (a), (d), (f); 229.57; 232.245(3), 1977, Tallahassee, Florida

State University System of Florida

- Fact Book 1977 through 1984; Board of Regents, Tallahassee, Florida
- Summary Findings-Student Retention, 1976-1984; Tallahassee, Florida

3. Other data sources

Black Initiatives and Government Responsibility

Emerging Trends in Black Leadership

Enrollment Projections to 1990 in Higher Education

Influence Strategies

Practical Prescriptions for Treating Black Problems

Proposal to Establish Four Florida Families Research Centers

Strategic Planning Model

This public docment was promulgated at a total cost of $1,215.00 or $6.07 per copy, to provide information to the State Board of Education on the work and activities of the Advisory Committee of the Education of Blacks in Florida during 1986 and 1987.